

# The Role of YouTube-Based Drawing in Early Childhood Social-Emotional Development

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## Abstract

The objective of this study is to examine the role of YouTube-based drawing in early childhood social-emotional development. This study employed qualitative research methods to get a comprehensive comprehension and analysis of the subject matter. The chosen research methodology is case study analysis, which involves analysing and interpreting the literature as well as the data acquired via observations, interviews, and documentation. The data in this study were obtained from learners, teachers, children's artworks, and teacher records such as RPPH and teacher journals. The data in this study were analysed using a child development theory created by CASEL. The study findings indicate that young children who engage in YouTube-based drawing activities actively connect with both their peers and teachers. The act of sketching indirectly contributes to the facilitation of early childhood social-emotional development. The observational data on YouTube-based sketching in early infancy reveals five primary categories of social-emotional competence: self-awareness, self-management, decision-making, interpersonal skills, and social awareness.

**Keywords:** *art education; drawing; early childhood; social-emotional; YouTube.*

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## Introduction

Drawing is the act of expressing one's creative ideas and emotions through the creation of two-dimensional artwork (Pebrianty & Pamungkas, 2023; Risdianty & Pamungkas, 2022). Early childhood often finds drawing to be an enjoyable activity since it has become the role of a "toy." Children utilize drawing as a means of expressing their emotions regarding their own encounters, observed occurrences, narrating stories, conveying thoughts, and even engaging with their peers. Drawing is an integral aspect of artistic expression that contributes to the initial phases of child development by enhancing cognitive capacities, social and emotional abilities, problem-solving skills, motor skills, and communication skills (Barton, 2015; Danko-McGhee & Slutsky, 2007; Duh, 2016). Engaging in drawing activities increases a child's sensory, emotional, intellectual, and creative development. Drawing strengthens fundamental human capacities across physical, perceptual, intellectual, emotional, social, creative, and artistic domains (Lowenfeld & Brittain, 1964).

The practice of drawing as an art form offers children an opportunity to actively engage in the experiencing process and foster the growth of their creativity. Several studies have proven that exposing children to the artistic process fosters the development of individuals

who possess creativity, initiative, a vivid imagination, emotional intelligence, moral guidance, critical thinking skills, autonomy, and freedom of thought and action (Rohidi, 2016). Developing an understanding and appreciation of art, particularly in young children, facilitates growth in additional domains. The reason for this is that early childhood is regarded as a golden age, as it is during this time that children undergo remarkable physical and psychological development. At the age of six, a critical period of development occurs. A sensitive period is characterized by the development of cognitive and physical abilities that enable an individual to react to and incorporate environmental stimuli into their identity.

Art for early childhood does not make them experts in art, but focuses more on exploratory experiences to train sensory and motor skills. Art activities for early childhood have an impact on the birth of creative processes which include the cognitive, affective, and psychomotor domains which can be seen from the artworks produced (Pamadhi, 2012). No early childhood artwork is the same, even with artworks that have been made before because they continue to grow, feel, understand, and interpret their environment. Early childhood has a personality that is dynamic and continues to develop, and art becomes the language of something they think about (Lowenfeld & Brittain, 1964).

Drawing as part of arts education can be used in early childhood learning to develop human values both in terms of moral, spiritual and pragmatic skills (Pamadhi, 2012). Drawing as part of arts education is multidisciplinary in nature which can be related to various fields. The multidisciplinary nature of arts education is to develop basic human abilities in physical, perceptual, intellectual, emotional, social, creative and aesthetic dimensions (Lowenfeld & Brittain, 1964).

The rapid development of information and communication technology has contributed greatly to changes in learning activities, including learning for early childhood, especially in the field of art learning. Art learning will be more meaningful and interesting if it is taught using various methods and media that are in line with the times (Bolin & Blandy, 2003). In the current era, early childhood is very familiar with technology that comes through various devices such as mobile phones, smartphones, iPad, iPod, tablet PCs, which provide various information offerings when connected to internet facilities. If this is facilitated in learning, especially in early childhood learning, it will have a very positive impact. Technology will be useful if used in education to increase knowledge and improve critical thinking skills, not just playing games (Budiman, 2017; Ismanto, 2018; Janah et al., 2019; Yusny, 2017).

One of the information technology products that can be used in art learning activities, especially in drawing, is YouTube. YouTube is a website for conveying information in the form of video shows. YouTube has the advantage of being a learning medium because it is the most popular, easy to use (Mutoharoh et al., 2022). Utilizing YouTube in learning activities has increased children's interest and motivation as well as creativity in learning (Hakim et al., 2022; Mujianto, 2019; Mustika & Muhsaraeni, 2022; Mutoharoh et al., 2022). Utilizing YouTube in drawing is an innovative step for preparing interesting learning and practicing independence in order to gain knowledge or information. Then what is the role of YouTube-based drawing in early childhood social-emotional development?

## Method

This study employed qualitative research methods to acquire comprehensive insights and conduct an analysis of YouTube-based drawings. The research query is as follows: "What is the role of YouTube-based drawing in early childhood social and emotional development?" In order to address this inquiry, a case study analysis was conducted, which seeks to scrutinize and elucidate the literature and responses (data) gathered through observations, interviews, and documentation.

An illustration of the research steps can be seen in Figure 1.

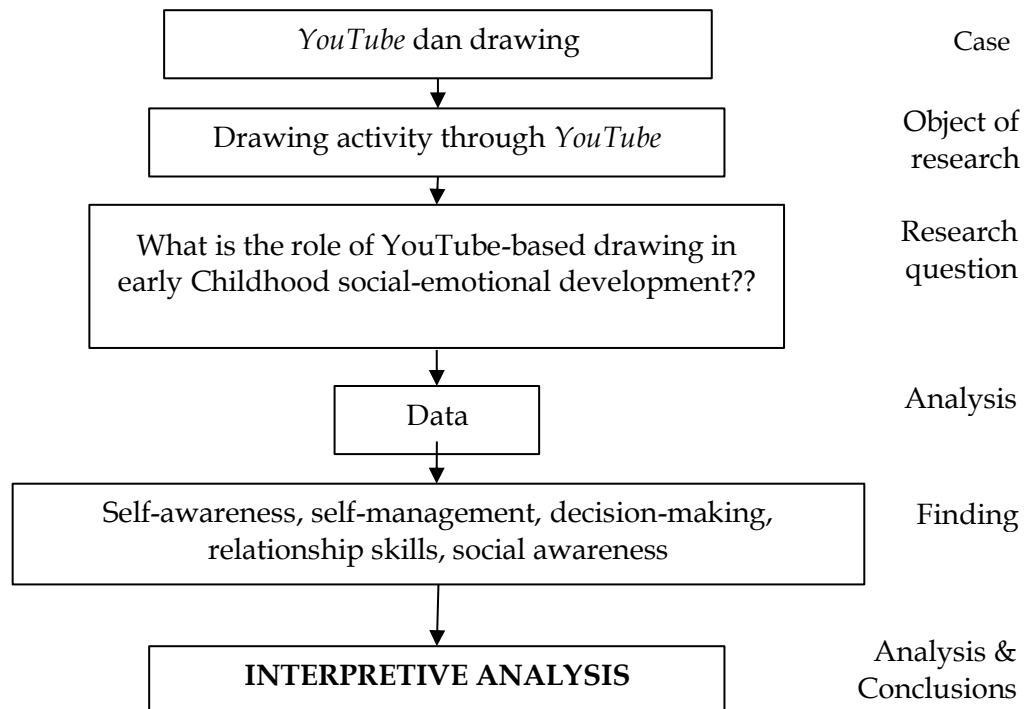


Figure 1. Research Steps

The data utilized in this study consists primarily of verbal and behavioral responses; the remainder consists of supplementary materials, including photographs, documents, and statistical data collected at the research site. The data for this study were collected from the following sources: 1) 138 children, aged 4-6 years, were divided into groups A and B for the purpose of this research. The pupils were organized into the following categories: B-1, B-2, B-3, and B-4; 2) teachers (nine teachers); 3) student artwork; and 4) documents such as lesson plans and daily journals kept by the teachers.

The data in this study was gathered via documentation, interviews, and observation. The researcher assessed the condition of the children under investigation through interviews with teachers and utilized an observation rubric to monitor their drawing activity. As illustrated in the subsequent figure, the flow model analysis created by Miles and Huberman was utilized throughout the data analysis phases of this study (Miles & Huberman, 1994):

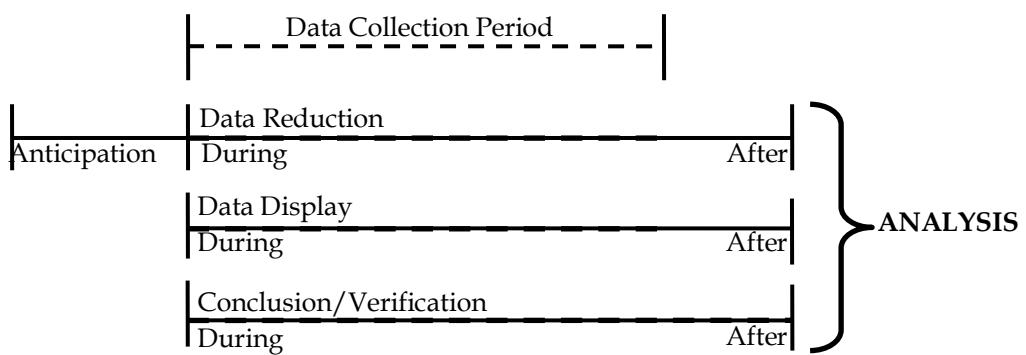


Figure 2. Miles & Huberman Data Analysis Activity Model

The data in this study were analysed using one of the child development theories developed by CASEL (CASEL, 2013) which includes five main domains, namely: 1) Self-awareness; The ability to accurately recognize one's emotions and thoughts and their influence on behaviour. This includes accurately assessing one's strengths and limitations and having a strong sense of self-confidence and optimism. 2) Self-management; The ability to regulate one's

emotions, thoughts and behaviour effectively in different situations. This includes managing stress, controlling impulses, motivating yourself, and setting and working towards achieving personal and academic goals. 3) Decision making; The ability to make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards, safety issues, social norms, realistic evaluation of the consequences of various actions, and the well-being of oneself and others. 4) Relationship Skills; Ability to build and maintain healthy and beneficial relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflicts constructively, and seeking and offering help when needed. 5) Social-awareness; The ability to take perspective and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behaviour, and to recognize family, school, and community resources and support.

## Results and Discussion

### Result

Children's drawings encompass all aspects of early childhood development, including fine motor skills, cognitive abilities, language development, and social-emotional growth. The utilization of drawing as a method of learning is employed. Children consistently progress and develop enhanced abilities. Children undergo fast development in terms of their physical, social, cognitive, and linguistic abilities. Hence, it is essential to engage children in activities that are suitable for their developmental stage in order to enhance their general growth, thereby facilitating their future learning.

Nowadays, children exhibit a preference for consuming content on the platform known as YouTube. Recognizing that, teachers have taken measures to provide children with opportunities to see educational content on YouTube that aligns with their learning objectives. Subsequently, the teacher prompts children to elucidate their observations from the aforementioned YouTube program. Systematic examination of visual presentations through YouTube serves as a catalyst to inspire children's enthusiasm for engaging in drawing activities.



**Figure 3. Children Viewing a YouTube Video**

The activity of drawing plays an important part in the cultivation of social and emotional skills. These observations indicate that children are told to create drawings based on observed occurrences. Some children may feel irritated, indolent, or unenthusiastic, while others may feel delighted and enthusiastic. Nevertheless, upon being encouraged to see a YouTube video, the children then engaged in a drawing activity where they showed enthusiasm and concentration as they recreated an object observed in the video. YouTube-

based drawings serve a significant role in effectively channeling and expressing these emotions through works of art. Empirical studies show that when children are drawing, they converse verbally with one another. Children who engage in drawing during class are actively participating in social interactions with both their peers and the teacher. Indirectly, drawing activity contributes to the advancement of children's social development.

This study primarily examines the early childhood social-emotional competences they acquire through their participation in a YouTube-based drawing activity. The following table, Table 1, displays the social-emotional competences that develop during early childhood when engaging in YouTube-based drawing activities.

**Table 1. Indicators of Social-Emotional Competence Appearing During YouTube-Based Drawing**

Socio-Emotional Domain	Socio-Emotional Competence	Appearing Indicators
Self-awareness	Identify emotions	Interpret intent and meaning in artworks
	Accurate self-perception	Synthesize and connect personal knowledge and experiences to create artworks
	Recognize strengths	Select, analyse and interpret artworks for presentation
	Self-confident	Conveying meaning through the presentation of artworks
Self-management	self-efficacy	Applying criteria for evaluating artworks
	Impulse control	Repairing and finishing artworks
	Stress management	Producing and conceptualizing ideas and artworks
	Self-discipline	Develop and refine art development techniques
	Self-motivation	Choose a work of art to present
	Goal setting	Applying criteria for evaluating artworks
	Organizational capabilities	Organize and develop ideas and artworks
Decision-making	Identify the problem	Producing and conceptualizing ideas and artworks
	Situation analysis	Organize and develop ideas and artworks
	Solve the problem	Repairing and finishing artworks
	Evaluate	Apply criteria for evaluating artworks
	Reflect	Repairing and finishing artworks
Relationship skills	ethical responsibility	Link artistic ideas and works with social context.
	Communication	Conveying meaning through the presentation of artworks
	Social Engagement	Choose a work of art to present
	Build relationships	Connecting ideas and artworks with social contexts
Social awareness	Team work	Develop and improve the technique of creating fine arts
	Perspective taking	Interpret intent and meaning in artworks
	Empathy	Conveying meaning through the presentation of artworks
	Respect diversity	Connecting ideas and artworks with social contexts

The social-emotional competencies that emerge in YouTube-based drawing in early childhood are:

1) Self-awareness

a) Children

- (1) Connecting artistic ideas and artwork with personal meaning and (external) YouTube content
- (2) Synthesize acquired knowledge and personal experiences to create artworks
- (3) Using sketches to describe emotions. Learn to embrace problems and turn them into artistic expression

- (4) Focusing on the value of the child's opinions, ideas, and previous experiences
- (5) Creating personal meaning through artworks that synthesize personal experiences and identities

b) Teacher

- (1) Teaching with a method that links practice and intention
- (2) Asking questions that help children identify emotions
- (3) Teaching children how to visualize what cannot be seen physically (internal emotions)
- (4) Growing/teaching observation skills, cultural awareness and expecting personal meaning in children's artworks

2) Self-management

a) Children

- (1) One way to organize emotions visually
- (2) Communicating artistic ideas through visual presentation

b) Teacher

- (1) Demonstrate the use of universal icons, images and symbols to convey meaning
- (2) Improving learning skills to develop independent students

3) Decision making

a) Children

- (1) Examining the pictures; make revisions and improvements based on feedback from the teacher
- (2) Follow the teacher's guidance, engage in critical thinking and creative problem solving
- (3) Choose materials and techniques that reflect artistic intent, and best represent the "self" conceptually and technically

b) Teacher

- (1) Set an example of good habits
- (2) Reflection practice models and the use of self-assessment tools
- (3) Making models and providing various materials and equipment for children to create fine arts

4) Relationship skills

a) Children

- (1) Communicating artistic ideas with peers
- (2) Sharing, listening, communicating, showing courtesy, and empathy
- (3) Show appreciation for the artworks of peers

b) Teacher

- (1) Guiding children through the process of peer reflection
- (2) Encourage sharing and provide opportunities for peer feedback
- (3) Model and facilitate productive criticism, conversation, and feedback

5) Social-awareness

a) Children

- (1) Get appreciation for the artworks produced
- (2) Respect the opinion of peers
- (3) Linking artistic ideas and artworks with personal meanings to synthesize knowledge and personal experience in creating fine arts

b) Teacher

- (1) Teaching uses a cultural approach
- (2) Provides an example that art learning in collaboration with cultural phenomena can be a therapy and a vehicle for expression
- (3) Discussing part and all, body language, opinion, diversity and cultural competence.

This drawing will be able to accommodate ideas and practice balancing feelings spontaneously, as shown in the following image.



Images of family members in the "love" icon are an expression of child affection"

**Figure 4a. Children's Artwork 1**

**Figure 4b. Children's Artwork 2**

**Figure 4a and 4.b. Artworks That Show Children's Emotions**



Figures 4a and 4b are expressions of the inner experiences of the two children in their family environment. This image is made according to the given theme, namely the family environment, the sub-theme of my family. In the picture it is clear that the two children display a loving family atmosphere. This is indicated by the presence of a "heart" icon which is a symbol of affection (family members in the image of the "heart" icon).

## Discussion

YouTube-based drawing as a part of art education plays a very important role in early childhood development, because the purpose of art education is not only to encourage early childhood's artistic development, but also to provide adequate opportunities to encourage early childhood's overall development. Based on the concept of play in early childhood education, it is very important to motivate children to experiment and explore art. Early childhood should be given a variety of artistic experiences and opportunities through art activities because they are the main source for learning and overall early childhood development (Burrill, 2005; Duh, 2016).

YouTube-based drawing in child development activities is very useful in shaping intellectual and emotional development and for generating emotional responses in early childhood (Eisner, 2002). YouTube-based drawing not only aims to develop early childhood's art, but also has an important role in the early childhood social-emotional development.

The teacher's role in YouTube-based drawing is truly a key factor in ensuring that early childhood follow drawing and use drawings for the majority of their interactions. Almost all observed early childhood development activities use pictures extensively, therefore, teachers play an effective role in achieving the best for the early childhood and the educational institution as a whole. During the observation, the teacher demonstrated competence in carrying out his role to motivate early childhood to be passionate about drawing.

Drawing is an integral component of the daily routine since it is employed throughout all domains of learning. Children's motivation to draw is enhanced when they have access to the necessary drawing supplies. The act of drawing as a form of art promotes cognitive, emotional, and spiritual growth, which are essential for profound learning and the acquisition of knowledgeas (Wright, 2003).

Drawing is not just for expressing ideas visually, but drawing "forces" children to observe a situation or environment (Matthews, 2003), helps children explore and understand it (Hall, 2009; Kress, 2003), and develops thinking skills (Cox, 2005). Observations made by children on visual presentations through YouTube can reflect what is considered aesthetically pleasing and this reflection influences children's development so they get inspiration. In

supporting the development of new ideas, children benefit from this observation and when the child begins to find what is aesthetically pleasing, the child will discuss his thoughts while reflecting on his observations.

When children draw, there is interaction with their peers, this gives them the ability to live cooperatively in society (Lowenfeld & Brittain, 1964). Children are part of a social community that depends on adults as a source of information about the nature of art. When children show and talk about their drawings to friends and adults around them, it builds children's social competence (Vygotsky, 1978). One part of social-emotional development involves social skills, which refer to pro-social behaviors such as helping, sharing, caring, and empathizing with others (Eisenberg et al., 2015). This domain also involves the development of other positive social bonds (Dunn & Hughes, 2001). Behavior and social skills are very important in early childhood and early childhood is a key period for setting the foundation for the development of social behavior.

All domains (social-emotional, physical, cognitive, language and communication) are very important in early childhood development and are interrelated in their development. When young children experience delays in social-emotional development, all domains will be affected. Proficiency in social skills provides opportunities to create and develop social relationships.

Social skills are a basic need for early childhood to be able to interact and deal with various situations that occur around them, while the ability to express emotions appropriately towards their own feelings and other people increases their self-confidence in dealing with various situations. Social emotional growth refers to two types of growth. Emotional growth is the growth of the child's feelings, and social growth is the child's growth as a member of the group (Poerwati & Cahaya, 2018).

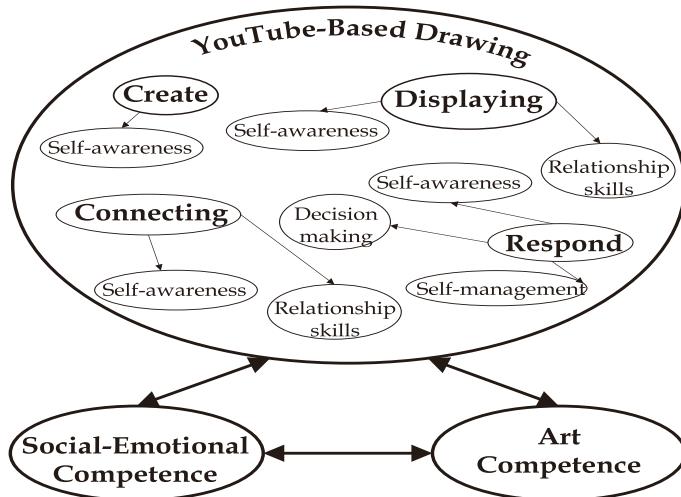
What is referred to as "social skills" actually consists of two key concepts, namely social behavior and social competence. Social behavior can be defined as a set of behaviors used to achieve a goal while social competence is the successful use of social behavior to achieve goals (Odom, 2009). In essence, human learning is a deep social and emotional process, so it can be concluded that YouTube-based drawing has a social-emotional component. This is based on Best's statement (Best, 1978) that the social-emotional component is a relational aspect, making meaning and self-management of the artistic process or experience that can be shaped by action (meeting, playing, choosing, practicing, and contributing) and opportunities for reflection (describing, evaluating, relating, imagining and integrating).

Drawing is a means for children to express themselves emotionally, to think and consider the thoughts and inner feelings of children. When children give shape and expression to their feelings, they can view them with new awareness and talk about them better with each other (Pelo, 2007). drawing is a natural activity that can be used as a tool to express emotions and feelings (Pope et al., 2012).

Expressions that occur in children are divided into two kinds, namely creative expressions and non-creative expressions. Creative expression is an expression that contains creativity, especially those found in artistic activities. This means that all the results of children's expressions, whether in the form of pictures, statues or other things that show uniqueness and are different from the others. Conversely, non-creative expressions are expressions that do not produce creative values or are the result of imitation or plagiarism (Herawati & Iriaji, 1997). YouTube-based Drawing enables early childhood to learn to build, create, decode, describe and communicate. YouTube-based drawing in early childhood plays a role in helping children to develop the attitudes, characteristics and intellectual skills needed to participate in today's society.

Based on the description above, it can be concluded that YouTube-based drawing stimulates children to respond, create, present and connect knowledge in artworks so that they have a role in early childhood social-emotional development. Illustration of the role of YouTube-based drawing in early childhood can be seen in Figure 5 which shows (based on

the two-way arrows between artistic competence and social-emotional competence) that social-emotional competence is not only influenced by participation in art, but artistic competence can also depend on social-emotional competence. That is, social-emotional competence and artistic development reinforce each other. Artistic development influences and is influenced by children's competence in the social-emotional domain.



**Figure 5. Illustration of the Role of YouTube-based Drawing in Social-Emotional Development**

Children learn and practice how to identify and respond to emotions. Each of these moments is part of a YouTube-based drawing process. Drawing is a means of communicating moods, feelings and ideas in artistic form. It can be said that each child's drawing is unique because the content, method and coloring reflect emotions, thoughts and feelings. Children's drawing tell about attitudes, self-image, and inner experiences (Jolley, 2010). YouTube-based drawing provides an opportunity for young children to express and control their emotional feelings. The objects expressed in children's drawings when properly observed, help determine emotional status, whether in a happy or unhappy mood. Lowenfeld and Brittain (Lowenfeld & Brittain, 1964) revealed that children's artistic expression is a documentation of their personality, children show their personal characteristics in their art. Furthermore, Utami and Suwarno (Utami & Suwarno, 2019) stated that children will pour their imagination into their drawings based on children's feelings.

The social-emotional component is a characteristic of an artistic activity that provides opportunities for children to develop and practice certain social-emotional competencies when involved in an artistic activity. Social-emotional competence is a set of one or more social and emotional skills or behaviors that have been strengthened as a result of repeated developmental experiences (social-emotional components) during the fine arts education process. This means that the social-emotional component of YouTube-based drawing that children do continuously will affect the social-emotional competence that children have at the end of the art activity process.

As long as YouTube-based drawing (creating, presenting, responding, connecting) is done by early childhood, it essentially produces visual arts competence and socio-emotional competence as a process of visual arts activities. Fine arts competence refers to the artistic knowledge and skills that a child develops as a result of participating in a YouTube-based drawing process over time.

Teachers place special hopes on drawing as a part of art education so that it functions as "technology" in assisting children's social-emotional development. The teachers emphasized that art activities such as drawing are a means of expressing oneself, exploring

interests and relieving stress. Therefore, this study also highlighted the importance of teachers utilizing YouTube-based drawing to develop other abilities.

## Conclusion

Children's motivation to draw is enhanced when they have access to the necessary drawing supplies. Drawing as an artwork promotes cognitive, emotional, and spiritual growth, which are essential for profound learning and acquiring information. YouTube-based drawing serves the dual purpose of fostering artistic skills and playing a significant part in the social-emotional growth of early childhood. Children who engage in drawing during class participate in social interactions with both their peers and the teacher. The drawing activity indirectly contributes to the facilitation of early childhood social-emotional development. The observational data on YouTube-based drawing in early childhood reveals five primary categories of social-emotional competence: self-awareness, self-management, decision-making, interpersonal skills, and social awareness.

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